

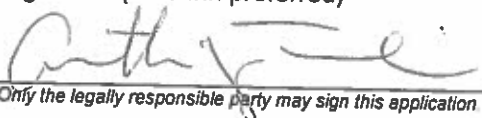
Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:28 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Boys & Girls Clubs of El Paso				
Vendor ID #	ESC Region #			DUNS #
32011525600	19			074857491
Mailing address		City	State	ZIP Code
801 S. Florence St		El Paso	TX	79901-2925
Primary Contact				
First name	M.I.	Last name	Title	
Anthony		Tomasheski	Chief Executive Officer	
Telephone #	Email address		FAX #	
915-532-7410	atomasheski@bgcelpaso.org			
Secondary Contact				
First name	M.I.	Last name	Title	
Whit		Smith	Director of Grants	
Telephone #	Email address		FAX #	
915-532-7410	wsmith@bgcelpaso.org			
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Anthony		Tomasheski	Chief Executive Officer
Telephone #		Email address	FAX #
915-532-7410		atomasheski@bgcelpaso.org	
Signature (blue ink preferred)		Date signed	

 4/25/18

Only the legally responsible party may sign this application.

701-18-111-059

Schedule #1—General Information

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 01/01	End date (MM/DD): 12/31
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 32011525600	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	N/A			
Member Districts				
2.	N/A			
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 32011525600			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Boys & Girls Club of El Paso (BGCEP) Academic Success ACE Program builds on the proven Texas Education Agency (TEA) dropout prevention model Texas AIM (www.tea.state.tx.us) which utilizes the historic strengths of the organizations of the Boys & Girls Clubs and Sylvan Learning Centers, along with cooperation of LEAs (schools and districts) to help students make gains in targeted academic areas. In Phase I TEA funded thirty (30) pilot sites throughout the State of Texas to implement this innovative strategy with each site serving at least 100 youth. These personal wrap around services yielded outstanding results with 88% of youth passing the TAKS and nearly all 2000 students achieving on-time grade promotion state wide. In Phase II during the second biennium of funding, 75% of students saw one full grade advance in core subjects targeted for the intervention. To date, over 5,000 of the hardest to serve students have been served. Now, BGCEP through their Academic Success ACE Program will expand the model to five schools served by the El Paso Independent School District to provide 500 of the areas most at risk students with quality afterschool programming. The program will target minority at-risk youth through Boys & Girls Clubs youth development strategies that meet TEA's 21st Century goals, objectives and emphases and close the minority achievement gap, thereby improving graduation rates among minority students. The BGCEP Academic Success ACE collaboration of schools and community based organizations will facilitate positive student outcomes and strengthen family literacy. The key to success is the proven Response to Intervention model by Sylvan certified instructors. Response-to- Intervention has received considerable attention from professional education organizations and researchers (Batsche & Curtis, 2007; Cassidy & Cassidy, 2007; Horowitz, 2005; International Reading Association, 2007; National Center for Learning Disabilities, 2007). The hallmark of success is mentoring. "Academic success and mentoring research demonstrates that youth who experienced a positive adult relationship in moments of crisis do not succumb to negative behavior of at-risk environments or circumstances. In other words, mentors and tutors standing in the gap for youth is the single most protective factor against at-risk behavior (Reagan-Porras, 2013)."

The partnership will also include two award-winning local nonprofits, Creative Kids and Kids Excel El Paso, to provide enrichment activities in the Arts that reinforce academic learning, leadership development, team building, and help build confidence and a sense of excellence.

Project Rationale in Response to Needs Assessment: Texas AIM has been proven successful with English as a Second Language (ELL) students and economically disadvantaged populations. The BGCEP Academic Success ACE Program chose the elementary school sites for targeted intervention for their high ELL and economic disadvantaged populations, given that all but one are located within distressed neighborhoods. Distressed neighborhoods were defined as a high score between 7 and 10 (with 10 as most distressed) on a scale of 1 to 10 of the SMART System. The SMART System combines poverty rate, crime rate and other factors to indicate distress. The specific elementary schools were also chosen as intervention sites because of the ability to affect change within the target population of at risk students in the northeast communities of the City of El Paso, an underserved area of El Paso County. Below is a summary of percent of ELL, economically disadvantaged students and SMART scores for each of the five target school sites:

School	Clendenin Elem.	Logan Elem.	Crosby Elem.	Lee Elem.	Hughey Elem.
District	EPISD	EPISD	EPISD	EPISD	EPISD
ELL%	54%	25.2%	31.3%	51.1%	26.2%
Econ. Dis.%	96.5%	76.4%	90.4%	94.2%	70%
SMART Score	10	4	10	10	10

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 32011525600			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$376,980	\$32,345	\$409,325
Schedule #8	Professional and Contracted Services (6200)	6200	\$302,500	\$15,000	\$317,500
Schedule #9	Supplies and Materials (6300)	6300	\$65,800	\$2,500	\$68,300
Schedule #10	Other Operating Costs (6400)	6400	\$21,300	\$	\$21,300
Schedule #11	Capital Outlay (6600)	6600	\$11,250	\$	\$11,250
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$777,830	\$49,845	\$827,675
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$777,830	\$49,845	\$827,675
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$827,675
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$41,384

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 32011525600			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1	0	\$45,000
5	Site coordinator (required)	5	0	\$108,000
6	Family engagement specialist (required)	1	0	\$35,000
7	Director of Grants (Admin)		1	\$1,934
8	Data entry clerk	5		\$32,400
9	Grant accountant/bookkeeper	1	0	\$16,320
10	Evaluator/evaluation specialist			
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Youth Development Specialists	15		\$122,400
20	Chief Executive Officer (Admin)		1	\$20,000
21	Director of Central Operations (Admin)		1	\$7,605
22	Subtotal employee costs:			\$388,659
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$20,666
27	Subtotal substitute, extra-duty, benefits costs			\$20,666
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$409,325

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 32011525600		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Helix Solutions: contracted for external program evaluation services	\$15,000
2	Sylvan Learning Center: Intensive tutoring classes	\$203,750
3	Kids Excel: Afterschool and summer enrichment activities	\$11,250
4	Creative Kids: Afterschool and summer enrichment activities	\$87,500
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$317,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$317,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 32011525600	Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval	
Expense Item Description	Grant Amount Budgeted
6300 Total supplies and materials that do not require specific approval:	\$68,300
Grand total:	\$68,300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 32011525600		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$6,300
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval: nutritious snacks for students and parents for 21 st CCLC activities.	\$15,000
Grand total:		\$21,300

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 32011525600			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	iPad – Class sets for Book Adventure. Digital reading programs and some parental activities under 21st CCLC	5	\$1,250	\$6,250
3	Interactive eBooks for 21st CCLC activities	5	\$1,000	\$5,000
4				
5				
6				
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$11,250

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Must be a certified teacher and have a Master's in education; youth development with Boys & Girls Clubs or similar organization preferred but not required. Position is full-time. Experience directing a 21 st CCLC project or other federal or state grant of similar scale is preferred.
2.	Site Coordinator(s)	Site coordinators must have supervisory experience in a youth development setting. Bachelor's degree in education or social science is preferred. Must be bilingual.
3.	Family Engagement Specialist	Must have experience working with families; Bachelor's degree required, Bachelor in Social Work (BSW) degree preferred. Must be bilingual.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Each site will serve at least 100 students (i.e. those who attend at least 45 days of programming)	1. Hire all site level staff at each elementary school	07/15/2018	08/15/2018
		2. Meet with key school staff at each elementary school to coordinate recruitment	08/01/2018	08/31/2018
		3. Present at PTA meetings at each elementary school	08/01/2018	09/30/2018
		4. Program Director and Site Coordinators develop system to incentivize high levels of participation	08/16/2018	09/01/2018
2.	80% of regular students will exhibit an increase in overall GPA	1. Recruit 25 instructors to conduct Sylvan classes	08/01/2018	08/15/2018
		2. Train instructors to provide Sylvan instruction	08/16/2018	08/31/2018
		3. Recruit children for Sylvan classes	08/15/2018	01/01/2019
		4. Complete 30 hours of instruction for each cohort/per school	09/01/2018	05/25/2019
3.	75% of students will exhibit a higher school day attendance rate than in the previous academic year	1. Youth complete BGCA outcomes survey	03/01/2019	03/31/2019
		2. Collect attendance records of participating youth	06/10/2019	07/01/2019
		3. Complete data analysis	07/01/2019	07/15/2019
4.	Each site will provide support and educational services to 30 parents/legal guardians	1. Hire Family Engagement Specialists	08/01/2018	08/15/2018
		2. Recruit 30 family members per site	08/15/2018	12/31/2018
		3. Complete assessments of family members	08/15/2018	12/31/2018
		4. Establish MOUs with 10 new community providers	08/15/2018	12/31/2018
5.	75% of regular students will not have a higher number of disciplinary referrals than in previous year	5. Provide services to 30 family members per site	12/31/2018	07/01/2019
		1. All youth receive group mentoring	09/01/2018	07/15/2019
		2. Provide Smart Moves prevention program to at least one cohort at each elementary school	09/01/2018	06/15/2019
		3. Complete data collection	06/01/2019	06/15/2019
		4. Complete data analysis	06/16/2019	07/01/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

BGCEP utilized a variety of data sources to develop the needs assessment including Census and SMART System, a demographic database operated by the Office of Juvenile Justice and Gang Prevention, and stakeholder assessments. Low academic performance as documented by STARR reports and high economically disadvantaged student populations were the two primary criteria when considering schools most in need. BGCEP staff reviewed 2016-2017 Texas Academic Performance Reports for each of the five El Paso ISD schools that documented academic performance, percentage of ELL student populations and economically disadvantaged populations. A survey instrument exploring questions about community services available to reinforce positive outcomes among students and their families and services that are lacking in these communities was sent to El Paso Independent School District stakeholders at each of the five site locations. The purpose of these surveys was to identify: additional needs in the student population, gaps in available resources in communities served by the proposed centers, proposed services and activities that can address the identified needs. BGCEP also reviewed Texas Academic Performance Reports. Below is a table with scores for all grade levels scoring At Grade Level for reading, math and writing:

	Clendenin	Logan	Crosby	Lee	Hughey
Reading	46%	41%	37%	37%	52%
Math	60%	35%	33%	43%	54%
Writing	34%	38%	33%	30%	45%

All schools scored below state averages except Hughey Elementary School. This school was also included as a target site because of its high percentage of military-affiliated students, a population group at high risk due to multiple deployment-related stressors such as parental and other relationship disruptions (National Child Traumatic Stress Network website).

The Needs Assessment revealed: a.) School Districts, City Government and Community Based Organizations have historically lacked the resources and coordination needed to overcome the immense social and learning barriers in their communities. b.) increased support is needed to bridge these barriers and improve academic development. Minority passing rates on standardized tests were 10%-15% lower those of Anglo students. Students are performing well below grade level in multiple courses, especially reading, math and science. c.) Our target campuses, chosen precisely for their demographics have 77% minority students, over 85% economically disadvantaged students and high English Language Learners (formerly LEP) student population and all but one are located in highly distressed neighborhoods in El Paso (U.S. Department of Justice's SMART System). d.) Respondents to the survey questions indicated a strong need for afterschool activities that address academic deficits, especially reading and math. They suggested resources including tutoring and homework assistance should be offered at program sites. Challenges cited included parents who are unavailable due to long work schedules during the week that preclude them from being at home to support academic efforts and a lack of technology and books at home. Behavioral issues also present at target schools. Crosby Elementary School respondents reported problems with students being bullied during school hours.

The BGCEP partnership will provide afterschool and summer resources addressing academic deficits: Sylvan Learning: Sylvan ACE-IT Response To Intervention (Math/ ELA) , a *Proven Texas AIM dropout prevention model*; Sylvan Academic Camps uses small group instruction (Featuring: Fractions, Multiplication, Writing); BGC Power Hour (supplemental ed plus homework help – also *Part of the proven Texas AIM dropout prevention model*. Power Hour, a program developed by Boys & Girls Clubs of America (BGCA) will offer homework assistance on a daily basis increasing reading and math skills and homework completion rates. BGCEP will also offer BGC Goals for Graduation Program, a BGCA program with proven success by setting measureable annual goals to graduation with a national graduation rate of 90%. (Links to individual graduation plans conducted by the districts.) BGCA Smart Moves (Skills Mastery And Resiliency Training) programs will address behavioral challenges including bullying.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

BGCEP Academic Success ACE Program is a bold partnership between EPISD and BGCEP designed to extend across the northeast portion of the district, targeting some of the most distressed neighborhoods in El Paso. Through this partnership EPISD will enable BGCEP to implement high impact Boys & Girls Clubs programming with minimal overhead cost. BGCEP engaged the El Paso Independent School District about the need for 21st CCLC services, which recognized the impact these services would bring to its communities. Traditionally Boys & Girls Clubs are strategically located in the most distressed communities across America. The U.S. Department of Justice, OJJDP has documented that when a Boys & Girls Club is built in a neighborhood, juvenile crime within a two mile radius goes down. Because of the gang and border violence threatening El Paso, Boys & Girls Clubs locations are in distressed neighborhoods according to the U.S. Dept. of Justice SMART System. The schools and adjunct sites are located in the neighborhoods where kids need us most as evidenced by crime and poverty rate and receiving high scores on the SMART System indicating distress.

BGCEP reached out to Sylvan Learning Center because of our long history of partnership through implementation of the TXAIM grant program. Since 2009 BGCEP and Sylvan have partnered to bring Sylvan Learning services at no cost to over 100 children and youth each year. This partnership has highly impacted academic outcomes among our youth, especially English Language Learners, which comprise a high proportion of overall BGCEP youth. The leadership of Sylvan Learning is committed to building on this success and expanding into additional school sites through the ACE Program.

The partnership will also include two award-winning local nonprofits, Creative Kids and Kids Excel El Paso, to provide enrichment activities in the Arts that reinforce academic learning, leadership development, team building, and help build confidence and a sense of excellence. The CEO of BGCEP has had a strong, long-standing professional relationship with the leadership of both agencies who were actively involved in the program planning process.

The partnership will build on the strengths of all member entities in order to make the program a success. The leadership from each of the ACE Program partners will convene on a regular basis to review progress toward meeting the program objectives and will develop a formal long-term sustainability plan that ensures viability of program operations beyond the grant end date. BGCEP will present the plan to the Community Advisory Council for review and for additional input.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The program will positively impact academic performance through the use of Sylvan Ace-It strategy: Response to Intervention that has shown to improve academic outcomes through multiple TX AIM projects implemented at Boys & Girls Clubs across the State of Texas since 2009. The method utilizes small group instruction offering intensive tutoring in reading and mathematics. Also part of the Sylvan TX AIM model is the Power Hour homework assistance provided at all Club sites, ensuring that all youth complete their daily homework assignments. Academic performance will also be improved through enrichment activities provided by nonprofit partners Kids Excel and Creative Kids, both nationally and locally recognized organizations in youth development. Through these partners, the Arts will be integrated into enrichment activities that reinforce learning across multiple subjects, including Science, Technology, Engineering, Arts and Math (STEAM).

Attendance and disciplinary referrals: BGCEP will incorporate mentoring (one to one and group mentoring) as part of the Texas AIM – BGCEP model. The U.S. Dept. of Education has found that quality relationships with trained mentors lasting for more than a year along with child directed activities can lead to a more positive attitude towards school and increase school attendance and performance. Because these positive relationships have proven to be so influential, the entire framework of service in the BGCEP Academic Success ACE Program is based on mentoring. Reports from BGCEP sites using the TXAIM model proposed show that 90% of participants are demonstrating academic advancement with a decrease in discipline referrals as well as an increase in school attendance.

There will be continuous communication between School educators, BGCEP, Sylvan Learning and other partner staff in regard to the ongoing learning needs of the student population and families. The Site Coordinators will communicate on an ongoing basis with educators at the school sites, gathering data about identified academic and behavioral deficit areas. They will share this information with all partners to ensure that programming addresses these gaps.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Independent evaluation by Private Ventures finds that Boys & Girls Clubs of America youth development strategies demonstrate nationally that 90% of club members graduate from high school. When additional academic assistance is required for those most at risk students, including LEP students, the BGCEP Academic Success ACE Program will engage partner Sylvan Learning Center's ACE-IT program services. ACE-IT is not only TEA approved as a supplemental education provider but more importantly has more than 30 years as an evidenced based curriculum.

BGCEP has a history of providing programs developed by Boys & Girls Clubs of America that are evidence-based. These include Project Learn, a program that provides youth with fun, structured activities that reinforce academic material. The program was evaluated by Dr. Steven Schinke D'Elbert and Selma Keenan, Professors at Columbia University School of Social Work. Another evidence based program developed by BGCA is the Summer Brain Gain. A multiple-year evaluation of Summer Brain Gain was completed in 2015 using a study design that included rigorously matched control groups. Midstream results documented the following improvements in Summer Brain Gain participants: improved math skills for 4th, 5th and 6th graders; and improvements in reading skills for 5th and 8th graders. Final results documented that participants experienced a notable increase in math performance and suffered no significant summer learning loss in early literacy, math, or reading. Other programs developed by BGCA also contain best practice content including Triple Play (Gambone, M. et al. 2009) and SMART Leaders (St. Pierre, Tena L. et. al, 1992).

Studies have shown that regular participation in afterschool programs such as the proposed BGCEP Academic Success ACE Program correlates to higher rates of school attendance among ELLs as well as English-speaking students (Newhouse, C. (2008). Greater attendance means students have more opportunities to benefit from instruction and correlates to greater investment in school and education. Statistics also show higher rates of reclassification as English Proficient among ELL students who attend afterschool programs regularly (London, R.A., Norman, J.R., & Gurantz, O. (2008).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

BGCEP will implement activities to create learning centers where children will receive academic support throughout the week including homework and reading assistance. The model will utilize mentoring relationships that will reinforce participation and will produce positive academic outcomes.

Strategic Program Implementation sample rotations of 45 minutes: After-school homework assistance Power Hour and/or specialized tutoring for skills gap remediation with our partner Sylvan Learning Center. Sylvan Learning will provide 30 hours of instruction plus two hours of testing in either reading or math (depending on demonstrated needs of specific school site) for each class, with six classes of 8-10 students per school site. In addition to this Sylvan will also provide STAAR preparation testing for Grades 3-5 in Reading or Math (English or Spanish) comprised of 15 hours of instruction for six classes of eight students per school site. The Power Hour program will engage all students in homework completion and academic skill practice during the first program hour after school. Trained staff and volunteers (including certified teachers) will provide guidance and tutoring to students in both one-on-one and group formats as needed. Recreation will include BGCA Fitness Programming called Triple Play (organized fitness games). Triple Play is a comprehensive health and wellness program developed in collaboration with the US Department of Health & Human Services. Triple Play features three components: **Healthy Habits** engages youth in nutrition education and cooking activities. **Fitness Challenges** will engage youth in fun, non-competitive fitness games and tournaments. **Social Recreation** will help youth build skills in cooperation, sportsmanship, and conflict resolution while enjoying games together. Smart Moves (at risk prevention curriculum that is developmentally age specific) will build resiliency, reinforce positive lifestyle choices and promote prosocial values. Career Exploration will include BGCA Computer formatted programming such as Career Launch, Money Matters and BGCA My Future. Money Matters is a financial literacy program for teens that builds knowledge and skills in various aspects of money management, including budgeting, saving, investing, credit and debt, entrepreneurship, and saving for college. MyFuture offers youth opportunities to foundational computer skills such as coding, app design, online safety and web design. During summer sessions BGCEP will implement the Summer Brain Gain program to prevent summer learning loss by reinforcing skills in reading, writing, math, and science, technology, engineering and math (STEM). This program is modeled on research into the most effective types of youth development and out-of-school-time programs. BGCA curricula is grounded in the research of Reginald Clark, who found that there is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in high-yield learning activities.

Additional partners will supplement enrichment activities that integrate academic content into the arts, including STEM, and cultivate teambuilding and leadership development. Activities will be added into the rotational format and will be offered at all five Club sites. Creative Kids Inc. is a 20-year-old national award-winning, non-profit art education agency whose mission is to provide a high-quality creative youth development program utilizing the power of visual arts. Kids Excel El Paso (KEEP)'s distinctive dance program utilizes the award-winning NDI teaching methodology and program model developed by Jacques d'Amboise. These time-tested teaching techniques are used around the country to inspire children to understand the meaning of excellence and strive to reach their full potential in everything they do.

BGCEP will implement a wide array of family services for parents/caregivers at the five schools including programs that address issues identified in the needs assessment including ESL, GED and computer and technical skills classes and parenting classes. BGCEP will work with the El Paso ISD to coordinate existing resources to meet these needs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

BGCEP strives to meet students where they are at. Because we will work to provide positive programming that students find both engaging and relevant, they will access our services eagerly. We already service a number of youth through our various sites within the city. This gives us the opportunity to build a community with students and parents beyond what would be available through the school district alone. Along with face to face contact, BGCEP will utilize a variety of other media, such as print, web-based, social media, radio, and television to build stronger relationships with the community and gain support for our programming. Our club registrations, both in person and online, will provide an excellent opportunity to communicate with our community and provide registration opportunities for 21st CCLC programming as well. The BGCEP has a number of positive relationships with media and will utilize this network to circulate information about our programs and any new opportunities to the community. Along with this network we will make personal phone calls and home visits to parents to guarantee that they are aware of our 21st CCLC program.

Our partners can also market program services and build strong community support for the program by hosting activities, distributing bilingual brochures (in English and Spanish), attracting local media attention and facilitating site visits for key community stakeholders. Our face to face registration and web registration at www.bgcel Paso.org will afford an opportunity to share news and registration opportunities for 21st CCLC programming as well. We have found that nothing works better to recruit more students and parents to programs than simple word of mouth. "Youth vote with their feet." Because BGCEP provides positive mentoring relationships and engaging programming that makes learning fun we anticipate it will motivate youth to attend regularly.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Transition time for program rotations will occur from various parts of campuses after school such as gymnasium, playground, computer lab and regular classrooms. Therefore, transportation to and from after school services will be conducted as part of the regular school wide transportation services in buses and or walking monitors if children walk to schools. Intersections near schools have crossing guards and will be utilized for after school as well. *Collaboration district transportation services are offered at no cost to students and families.* Late buses for services will be donated in kind by the district since most campuses have an athletics bus that takes students home. These buses will also transport 21st CCLC youth. For those students walking to and from school, the partners will ensure that crossing guards are provided at school at neighborhood intersections. All transportation will follow the safety guidelines laid out in the **ACE PRIME Resource: Safety Self-Assessment.**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A variety of resources will be utilized to train and prepare volunteers. The ACE PRIMARY Resource: *Employee Handbook* will be used as a guide and resource for all volunteers and staff. Additionally volunteers and workers will be given a standard childcare handbook, CPR and First Aid Training, staff development training and a mandatory criminal background check. The Site Coordinators will also provide volunteers with two BGCA courses: 1) Program Basics which provides the BGCA youth development strategies and philosophies and 2) Mentoring 101 to guide program delivery and mentoring. Volunteers will be registered from a variety of places including high schools, universities, parent/teacher organizations, senior citizen centers and workforce development board employment programs and will work with students in all aspects of the 21st CCLC curriculum. BGCEP will also coordinate closely with United Way of El Paso County which operates an extensive volunteer program. Ongoing training sessions will be tailored and provided to strengthen volunteer effectiveness.

Retired and Senior Volunteer Program (RSVP) is a local program which recruits and places senior volunteers in community programs. A job description will be submitted to RSVP requesting volunteers with previous experience working with elementary and middle school children. Retired teachers are frequently attracted to our programs and will be encouraged to be part of a "volunteer grandparent" component to supplement this program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All partners have agreed to work together to ensure and provide for the continuation of the community learning centers after the grant period has ended. The following is a summary of the plan formed to ensure program continuation:

- Continue to maintain quality learning centers that are safe and successful in meeting the needs of communities.
- Utilize key community and business leaders to provide diverse support for services.
- Leverage volunteer and community resources in creative ways (The program will not diminish, but will actively seek even non-monetary contributions as budget saving mechanisms).
- Keep the community informed on all aspects of the learning centers from beginning to end
- Work with District Superintendent, Sylvan Learning, and the Chief Executive Officer from the Boys & Girls Clubs to coordinate and update general operating budgets to delegate funds to supporting centers.
- Grant coordinators to search for additional local, state federal and foundation funding

The site coordinators will maintain statistics including pre and post tests and success stories to be bound and available for future grant funding determinations. Continuation of the program depends on the success of the centers available for future grant funding determinations. Continuation of the program depends on success of the centers during the grant period. The plan with all evaluation components will assure measurable student gains and enable BGCEP to seek support from other agencies. BGCEP will also charter the sites as official Boys & Girls Clubs sites with BGCA, which would qualify the sites to access other funding streams available to traditional Boys & Girls Clubs charters. Since program continuation is dependent on the success of centers during the grant period, site coordinators will maintain supporting information such as pre and posttest and success stories that will be bound and made available for future grant funding determinations.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Partner district, El Paso ISD, currently offers school-wide Title I program to all of their students. Under Section 1114 schools can consolidate Title I and other federal, state, and local funds in order to upgrade their entire educational program. The districts provide Title I district-wide programs to all, also enabling the Boys and Girls Club to provide services to all students at the targeted campuses. Targeted students are required to have a consent form signed by their parent(s) to participate in the CCLC program. Supplement not Supplant Statement - The Youth First After School program is committed to cooperate with other LEA funding to supplement but not supplant existing funding for the academic growth of at risk youth. TEA 21st CLC funding will be utilized as mandated to facilitate after school programs that enhance and reinforce day time school activities.

Leveraged resources – The El Paso ISD is providing facility and overhead costs to the site for 100 students each. These amounts total more than approximately \$250,000. Sylvan Learning El Paso has shared in kind contributions totaling at least \$50,000 through the Texas AIM pilot program since BGCEP was one of the original Texas AIM sites. They will do the same for the BGCEP Academic Success ACE Program. Additionally, the resources of other collaborators through volunteer hours contributed can be evaluated at \$22 an hour according to Texas Department of Health and Human Services. Collaborators can include but are not limited to: University of Texas at El Paso Departments: 1) Chemistry & Engineering Departments to provide Science Technology, Engineering and Math workshops, 2) Hispanic Health Disparities Research Center provides public health interns to provide programs and assist with surveys and research 3) . Workforce Solutions of the Upper Rio Grande provides employment assistance and job ready and training programs for adults and youth. 4) El Paso Center for Children will provide mental health counseling for children at no cost. 5) San Jacinto Adult Learning Center provides GED, ESL and Basic computer classes for adults. FBI El Paso – provides career exploration and cyber safety program to BGCEP youth. First Tee of El Paso — can offer golf classes for youth.

None of the school sites proposed in the application are currently funded for Texas AIM services and therefore this grant would serve to supplement not supplant any existing funding.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Center 1	Clendenin Elementary 2701 Harrison Ave El Paso, TX 79930-2402		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	071902149			
	Cost per student	\$986.30			
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	30	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name	N/A			
	9-digit campus ID number				
Estimated transportation time					
Center 2	Hughey Elementary School 6201 Hughey Cr., El Paso, TX 79925		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	071902123			
	Cost per student	\$986.30			
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	30	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name	N/A			
	9-digit campus ID number				
Estimated transportation time					
Center 3	Logan Elementary 3200 Ellertorpe Ave., El Paso, TX 79904		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	071902128			
	Cost per student	\$986.30			
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	30	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name	N/A			
	9-digit campus ID number				
Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Crosby Elementary 5411 Wren Ave., El Paso, TX 79924		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071902113				
	Cost per student	\$986.30				
	"Regular" student target (to be served 45 days or more annually):		100	Parent/legal guardian target (in proportion with student target):		30
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		N/A			
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Lee Elementary 7710 Pandora St., El Paso, TX 79904		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	159901106				
	Cost per student	\$986.30				
	"Regular" student target (to be served 45 days or more annually):		100	Parent/legal guardian target (in proportion with student target):		30
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		N/A			
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1		Feeder school #2	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1		Feeder school #2	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1		Feeder school #2	
Campus name					
9-digit campus ID number					
Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name:					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The BGCEP Academic Success ACE Program has established a coordinated management plan to ensure the goal, objectives, and outcomes are met. This management plan is based on the requirements outlined in the ACE PRIMARY Resource: *Management Tasks*. The BGCEP Chief Executive Officer will be responsible for obligating BGCEP to the proposal requirements, ensuring the grant is in compliance with the Texas Education Agency. He has extensive experience as an educator and nonprofit professional.

The CEO will hire the Project Director in consultation with the other partners as a full time employee for 40 hours a week. The candidate must be a certified teacher and have youth development experience with a bachelor's degree. The Project Director will manage and coordinate all grant activities by ensuring that all sites are running all appropriate and required activities to meet the goals and objectives. The Project Director also reviews all lesson plans and approves the schedules of activities to make sure they are developed using the ACE Center Service Delivery Plan and provide support to the Campus Improvement Plan for each campus.

The Project Director will conduct weekly or bi-weekly monitoring visits. At the end of each monitoring visit, the Project Director will write a report and schedule a meeting with the Site Coordinators and staff to directly discuss any improvements or changes needed as well as convey information from State and National trainings to all site coordinators. The Project Director is responsible for providing, implementing and organizing trainings in which all staff and volunteers will participate. These trainings can include any and all webinars which are required for all awarded cycles by ACE services for technical assistance.

It is the responsibility of the Project Director to keep open and clear communication with the Site Coordinators to ensure that the organizational chart is up to date and includes all staff within the program including roles, responsibilities and qualifications of participating staff members. The purpose of this chart is to ensure that appropriate supervising adult to student ratio (20:1) is met and it is required during the hiring and releasing stages of employment for all 21st CCLC hires. The Project Director along with the Site Coordinator will be responsible to maintain ongoing communication with all key partners (i.e., Schools, Sylvan, Evaluator, Parents) to facilitate schedules and program implementation according to grant agreements. The Site Coordinator will supervise staff and volunteers to ensure that program components are implemented according to schedule and with high fidelity to program design.

Grant Activities will be managed by Site Coordinators during program hours. They are solely responsible for ensuring that the quality of the program meets the needs of the Campus Assessments as well as the students' needs. Site Coordinators will have weekly meetings with all staff to plan a week in advance for any and all activities. This time will be used to complete lesson plans and plan all activities for all members participating. All staff will be prepared with a daily attendance log for all members to sign and will return the logs to Site Coordinator/Data Specialist to input onto the database system for attendance purposes. Site Coordinator will make rounds to make sure that all staff is running programs geared towards what the lesson plans state. At the end of each day, Site Coordinators will meet with the staff to discuss any issues. Site Coordinator will also encourage staff to apply activities and ideas learned from the MYTEXASACE website to utilize in their classes.

The Director of Grants will meet with Project Director and Director of Internal Operations on a regular basis to ensure that all program deliverables are met and that the grant is expended in a timely manner according to the program budget.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Helix Solutions (HS) will develop an evaluation plan that is consistent with the "Texas ACE Independent Evaluation Guide." The evaluation will examine the grant specific goals and objectives of the *Texas ACE / 21st Century Community Learning Centers Grant (21st CCLC) Cycle 10* program. Having been contracted by an El Paso, Texas area school district every academic year since the 2011-2012 academic year (Cycle 7, Year 1), HS has extensive experience evaluating 21st CCLC grants. This and other program evaluation experience gives HS the background and working knowledge to provide an evaluation that will provide valuable perspective on afterschool program development and out-of-school-time research.

The evaluation activities will take an objective-based approach. The program objectives will be linked to the evaluation objectives for which data will be collected and reported. Both objective types (i.e., improve academic and behavioral performance) are based on the evaluator's experience with 21st CCLC programs. The evaluators will analyze participant progress across five metrics—grades, school attendance, school discipline referrals, course completion and achievement scores—utilizing secondary data provided by TX21st Student Tracking and El Paso Independent School District (EPISD) databases. Evaluators will analyze changes, if any, between the baseline (i.e., the prior academic year) and the current year – for example, compare 2018-19 data to that of the 2017-18.

The following data sources will be utilized in the proposed evaluation:

TX21st Student Tracking System (TX21st) | The grant's online records management system is designed to collect program data—such as student attendance, activity information, objectives information, etc.—from program officials such as Site Coordinators. The interface allows for the review of collected data as well as the generation of reports on the data. These data will be used to determine program dosage and, subsequently, the participants to be used in the evaluation study.

Multiple EPISD data management systems | The district's intranet records management systems are used to track student information such as name, identification number, grade level, attendance, demographics, state assessment scores, etc. The data obtained from these systems will be used to report demographics, socioeconomics and changes in behavioral and academic performance from the baseline to the current academic year.

In addition, the evaluation team proposes the administration of a student survey. Entitled "Texas 21st Century Student Survey," the survey instrument was designed by the evaluators and administered in previous cycles. The instrument will be administered to the program's student participants twice a year—once in the fall and again in the spring. The instrument is used to gain insight on students' satisfaction with the program as well as their own perception of whether the program has helped improve their academic performance. The survey will be administered to both regular and non-regular students. Prior to its implementation, the survey instrument will be reviewed with the program staff using an iterative process to ensure key items are addressed. HS will coordinate the administration of all the program's survey instruments with project administrators to mitigate program disruptions. All survey instruments will be administered to program participants utilizing an online service, such as SurveyGizmo (<http://www.surveygizmo.com>). If the online surveys are not accessible, program participants will have the option to complete handwritten surveys.

At the end of the project year, after all the necessary data are collected, analyzed, appropriately formatted, and summarized, a comprehensive written report will be prepared for dissemination to all appropriate stake holders. The report will include (1) the project's nature and its stated goals, (2) purpose of the evaluation and its guiding questions, (3) a thorough summary of findings, (4) a set of conclusions based on actual findings, and (5) recommendations, as necessary. A Steering Committee comprised of stakeholders will make recommendations for program changes based on results highlighted in the report.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 32011525600		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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